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The School and Community

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VOL. X.

MAY, 1924

NO. 5

Spring

SLOWLY the black earth gains upon the yellow,
And the caked hill-side is ribbed soft with furrows.
Turn again, with voice and staff, my ploughman,
Guiding thy oxen.

Lift the great ploughshare, clear the stones and brambles,
Plant it the deeper, with thy foot upon it,
Uprooting all the flowering weeds that bring not
Food to thy children.

Patience is good for man and beast, and labour
Hardens to sorrow and the frost of winter.
Turn then again, in the brave hope of harvest,
Singing to heaven.

From "Poems" by George Santayana.



THE SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOL. X.

MAY, 1924.

NO. 5

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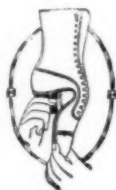
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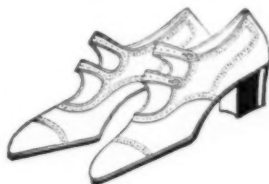
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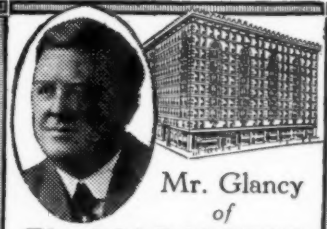
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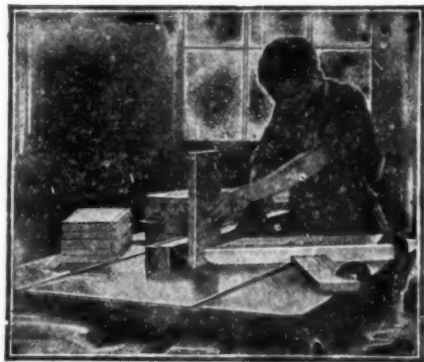
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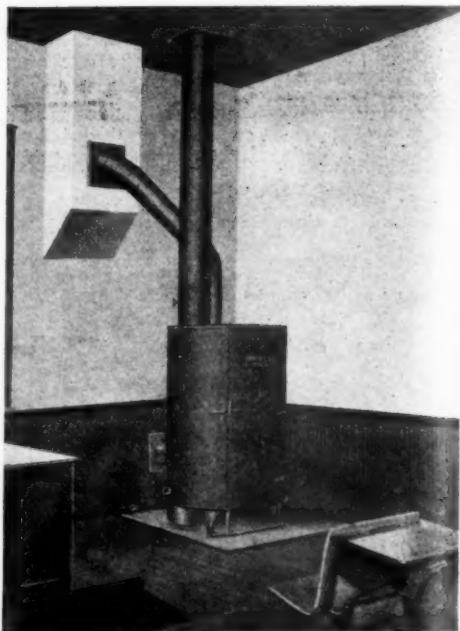
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EDITORIAL

TO MAKE progress is dangerous. To elevate standards is to court criticism. To tamper with tradition is to invite attack. The present order is ever the sacred order and men who dare to break with it must expect to encounter the opposition of the ultra-conservatives who are always out of sorts with a dynamic world that refuses to "stay put."

So when a State Superintendent of Schools becomes fired with the desire to improve educational conditions and substitutes action for the meaningless rhetoric to which even the most reactionary respond with cheers of approval. When he, according to

SUPERINTENDENT LEE AND HIS STANDARDS

the law and his oath, says, "Here is something to be done, we must do it," we may expect to note a stir of discontent among those who do not measure up to the demands of the hour. It is not unlikely that he will be snapped at by the teacher who had figured that she had a good nap coming to her; the superintendent who had thought he had things "sitting pretty" may snarl; the school board that felt that it had done all it should do may emit a threatening growl; and the taxpayer who had just sung his vesper hymn, entitled, "I love me," may sit up and emit long piteous howls that fairly break the heart of the politician.

It is the unusual man, the strong man, the purposeful man, who has his heart set on doing his duty who can go about his work undisturbed by the criticisms of those whose lethargy his work disturbs. Such a man we hope Superintendent Chas. A. Lee is. Such a man we believe him to be.

To our way of thinking Mr. Lee is not only within the authority delegated to him by the legislature, in the matter of raising standards of high school teachers, but he is acting for the good of the schools, and along a line that will help every school in the State, and ultimately, every teacher. In his standards for teacher training schools he is attempting to safeguard the moneys of the

state, and trying to fix requirements so as to bring the largest returns for the money expended. In his requirements concerning physical training and health instruction he is living up to the plain letter of the law and to the level of all modern thought as it pertains to health and physical instruction.

The teacher training law has, no doubt, been much abused. Schools have accepted the money from the state without rendering commensurate service therefor. They have used it for paying the salaries of teachers, principals, and superintendents, meeting, perhaps, the technical requirements but missing entirely the spirit of the law and its original intent. They have complacently used this money without any apparent feeling of obligation to the rural schools for whose benefit it was primarily appropriated.

Evidently, Superintendent Lee intends to put a stop to these practices. He may be annoyed by the objections of those whose tranquility he has disturbed, but he will go about doing his sworn duty without undue perturbation.

ARE college students interested in religion? When churches in a college and university town are literally packed twice on Sunday by students, one is inclined to answer this question in the affirmative; and this is found to be true in at least one such town in Missouri. When one attends a series of meetings by a great religious leader and finds at each meeting an auditorium packed with 2,000 students, many of

THE COLLEGE STUDENT AND RELIGION.

them standing and others forced to sit where they can not see the speaker, yet orderly and eagerly listening, one is inclined to doubt the often repeated statement that college students care nothing about their spiritual development. When one sees this mass of young people wrapped in careful attention for one and a half hours listening to a speaker who talks straight religion without clap-trap or folderol, one may reasonably

question the idea that religion holds no place in the minds of modern youth. When one sees more than half of these young people stay for another hour to ask questions and hears the honest, sincere, and thoughtful questions they ask, not in a spirit of controversy, but with evident sincerity, one is moved to wonder if some one other than the student is not to be blamed if the students appear to have no interest in spiritual matters.

It is certain that students are interested in the type of religion that Sherwood Eddy exemplified in his recent meeting in Columbia, but Mr. Eddy sees religion as an everyday, practical affair. To him Christianity is more a manner of life than a matter of dogma. Christ's divinity is set forth more in His life than in His birth and His way

of life is more meaningful than His way of birth. To Mr. Eddy the Bible is an inspired book in matters of religion, but is not to be taken as an infallible authority in matters of biology, geology, mathematics, or any other science. To him the Bible is Truth, but not all of the truth. He can accept it as the inspired work of God without believing that the earth is flat, that it is the center of the universe, that it is only six-thousand years old, that Newton's Law is perverse to God's word, or that a belief in evolution need, necessarily, consign one to the ranks of the eternally damned.

It may be that college students revolt only against the formularistic dogmas of religion and not against the practical, intelligent, hopeful, helpful, inspiring, growth-giving, God-loving, and Christ-living kind as exemplified in the life of the Master.

Summer Schools Are the Teacher's Opportunity

WITHIN the past few years, teaching has received a greater recognition than has ever before been accorded to it. The public at large has come to appreciate the fact that teaching is a profession ranking with law and medicine.

To become and remain an educational leader, a teacher must keep abreast of the times in thought and practice. She must be fully equipped from the academic standpoint and also from the technical or professional side. In other words, she must have knowledge, and must know how to use it by thoroughly understanding the process through which the child acquires skills and appreciations. She must continue, then, to study the principles of educational psychology, and strive to keep up with improved educational machinery. More and more the general public and school administrators are depending upon classroom teachers to help shape educational policies. There is a growing demand that only teachers with professional training shall be employed and that tenure of position and advancement in the profession shall be dependent upon continued study.

Much of the training of teachers already in service is being accomplished through the summer schools of the nation. The remarkable attendance at these schools the past few years is certainly convincing evidence that

professionalism is making rapid progress.

Each summer school has its own peculiar charms and attractions. In the larger schools, the teacher has choice of a wider variety of courses; but this advantage is offset in the smaller schools by the more personal contact which the student has with the instructor.

The spirit of comradeship is one of the pleasant features of summer schools. The attendance is from such a wide area, that teachers meet other teachers from all over the nation, and many lasting friendships are formed. This contact broadens one's viewpoint and enlarges one's vision of the whole field of education.

An opportunity for pleasant change of environment is given by attendance at different summer schools each summer. For those teachers who are not working for degrees, but merely desire a wider viewpoint there is a great variety for choice. Those who teach in rural schools or small towns no doubt enjoy most the life at the large urban universities where opportunities are afforded for seeing new plays, hearing good music, visiting art galleries, museums, and other places of interest. City teachers, perhaps, more often wisely choose the schools where they can withdraw from crowds and more closely commune with nature.

The extra-curricular activities of most summer schools are diversified enough to meet the desires of all classes. Directors of recreation are employed by many schools, who give time and thought to planning different kinds of activities for the enjoyable relaxation of all.

The personally conducted excursions to glaciers, mountains, lakes, and ocean beaches from various universities, and the patriotic pilgrimages to shrines of American history are sources of inspiration which broaden and enrich our lives.

Thousands of teachers will continue their studies at summer schools this coming summer to advance their professional and aca-

demic status. Some of the more progressive school boards are recognizing this effort by paying a bonus to each teacher who remains throughout the session and satisfactorily completes a prescribed amount of work.

Because of this attendance at summer school and the broader contacts that it brings, the progressive teachers of the country will return to their school rooms in the autumn with a richer and fuller life, resulting in greater service to the children entrusted to their care.

ANNA M. THOMPSON,
Member Executive Committee, Classroom
Dept. of N. E. A.

Importance and Value of Summer School Work to the Teachers and to Public Education.

SOMEONE has said that we want something more than thrills in our patriotism—we want thought; we want intelligence. When we think of the ideals of democracy, we are thinking of the schools, and we deplore every condition in which we find man lower than he should be with his excellent advantages under a free government.

The greatest factor for good in any school is the teacher when that teacher is a trained teacher. It seems appalling in the face of these advantages with our great number of public schools and colleges, our private schools, with our increased facilities for traveling, with better support of our public schools, with the higher wages paid teachers we still have a great army of untrained workers all over our great state and nation. It is now conceded that the public has a right to demand well trained people since they are beginning to provide greater material advantages.

When we realize that only 2% of our teachers are normal school graduates, that 150,000 teachers in the rural schools of the United States have never completed so much as a four year high school course and that thirty thousand have finished only the eighth grade and that almost 1800 of the latter are in our own state then it is time we were trying to find out why such conditions exist and the means to remedy them.

Is it because of the lack of adequate training schools? It seems not with our great

number of private schools, summer schools in first class high schools, teachers colleges and universities. All of these schools maintain summer sessions of from eight to twelve weeks at a comparatively small cost to the student.

Why does not the rural teacher especially have a desire to attend school? She has granted to her freedom of movement, of thought, of speech and of religion but what does it profit the teacher to have freedom of speech if she has no one to talk with or freedom of thought if there are no varied minds about her to call forth her thoughts.

Many teachers do not care to take the trouble to change their habits. Many see no inducement, no immediate advantages to themselves that call for a change.

Every teacher is broadened intellectually, socially and morally by attending summer school because it not only brings a change in thought but in environment which every one knows is sorely needed by the great majority of our teachers.

Summer school attendance gives one confidence in his own capacity and more power to trust himself. He meets the best trained teachers from every type of school and the interchange of ideas and methods is an inspiration to him and causes him to go back to his own work with increased vim and vigor in order to try to prepare the pupils to better perform the actual functions of life. The social activities arouse in him new life

and interest and cause him to start along new lines of thought and action in his own community.

Human contacts and still more human contacts is what is needed by every teacher, no matter what she teaches, in the first class high school or the lowest type of elementary or rural school. Increase of contacts, as Galpin says, means a larger life, broader outlook, wider horizon, deeper insight, responsibility for greater social enterprises, maintenance of human relations in local life on a more comprehensive scale. In the phrase of common speech, the main question is one of life, more life and still more life. The weakness of initiative in teachers is usually caused by restricted contact with the contemporary human mind.

Teachers are in a certain sense servants of the people. We have no right to expect the best results unless we are willing to give our best. We cannot train others unless we are

trained ourselves. Let us go to summer school and seek a broader outlook and there combine study with recreation. It has been suggested that as many teachers as possible attend summer school in a different geographic region from that in which they work. The teacher from the plains would enjoy a few weeks in a summer school in the mountains or by the sea. The teacher in the small town would have much to learn from a few weeks residence in one of the great cities. The teacher in the city would find rest and change and new friendships in the excellent schools that are located in smaller places. To know America is the privilege of every citizen. It is really the duty of every teacher for he is given the task of interpreting the great nation to the future citizens of our great commonwealth.

ELIZABETH L. WHITE,
State Supervisor of Rural Schools.

The Summer School as a Means of Meeting the Needs of the Primary Teacher.

T. C. GECKS, Department of Primary Education, Harris Teachers College, St. Louis.

IT seems to be generally believed that special training is a requisite for teaching in the upper elementary, the junior, and the senior high school grades. Strong arguments are put forth in favor of attendance by the teachers of these grades at the summer sessions of colleges and universities, for the purpose of securing the required training. The question arises: "Is there need of special training for the work of the early elementary, or kindergarten-primary grades?" Many teachers in these grades do attend summer sessions, but their purpose in so doing, is usually to specialize in upper grade work, to fit themselves for the work of the upper elementary, or junior and senior high school grades. Again, some primary teachers attend summer school sessions to acquire specific help, definite devices that can be used in their work with little children. While this motive for attendance is to be commended to a certain extent, it will not make for the best possible growth and development of the primary teacher.

Good teachers of primary grades must be encouraged to stay in these grades. The changes in economic and social conditions,

the complexity of our present day mode of living call for adequately equipped teachers who are competent to help the child of these grades to adjust himself to present day conditions. A number of school systems are recognizing this fact, and are adopting a one salary schedule which will permit the specially gifted teacher of the primary grades to remain in the work for which she is especially fitted, and will afford her the recompense and the recognition that she merits. This one salary arrangement will not hold good, however, unless the primary teacher is adequately prepared for her work. She must avail herself of every opportunity for securing the requisite equipment and training. Summer schools in good colleges and universities furnish her such opportunity.

What are some of the requisites for this training? Good professional courses are essential. Special method courses are desirable, courses that will enable the teacher to put over the work with the least possible expenditure of time and energy on the part of herself and her pupils. Courses that define the underlying principles of teaching must be included in the primary teacher's

training, in order that she may be able to outline her purposes, and to evaluate ways and means of attaining these purposes. Courses in psychology must be considered as a basis for all courses in education. Such courses will assist the primary teacher in interpreting the motives and actions of the children in her charge and in diagnosing the responses or lack of responses, to the various situations which arise in the different school activities.

In addition to the professional courses, the primary teacher will need to consider courses of cultural value, such as history, science, literature, and art. These courses will provide a better outlook upon life, a broader vision, and thus make for better liv-

ing. We are told that we must "study the educative process in its relation to the enhancement of life." How can we do this unless we are equipped to live "richly and abundantly?" Cultural courses will enable the teacher to lead her pupils toward the realization of "the full rich life." Dare we as primary teachers neglect this phase of our training?

The primary teacher who is especially qualified for the work with little children, and who is adequately equipped is coming into her own. Good summer sessions will supply the training, and they should be taken advantage of by every progressive teacher in early elementary education.

Summer Schools for Teachers.

By GEO. MELCHER, Assistant Supt. of Schools, Kansas City, Mo.

SCHOOLS are maintained by the public for the education of the children. The public expects 100% return from each one dollar paid for the support of the schools. Fathers and mothers desire good schools for their children. The profession of teaching differs radically from other professions, as for example, the medical profession, in two respects: First, in the case of the physician, each person may select his own. His physician is his personal choice from a large number of possibilities. In the case of the teacher, the community, thru its board of education, chooses the teacher and parents must submit to the choice. In many cases they would have chosen differently had the opportunity been theirs. Second—teaching is not yet a profession in the same sense that a medicine is a profession. A profession has three great characteristics: (1) A standard of preparation which all members must meet. (2) A standard of service which all members feel it their duty to attain. (3) A code of ethics that guides all members of the profession. Medicine has all of these. The highest standard in medicine is a college course and four years in a medical school. No one can enter the medical profession without a high school course and at least three years in medicine. Most people entering the medical profession, today, have from four to seven years training beyond the high school.

On the other hand, in teaching we are only

groping for a standard. The highest standard in any state is a Master of Arts Degree or five years beyond high school for teachers in the high school. Few cities require more than two years beyond the high school for teachers in the elementary grades. However, in the rural schools thousands are entering each year without even a high school education. A sixteen years old youth, with only an elementary school course, enters the so-called profession of teaching by the side of the person holding a Master of Arts Degree with nine years of preparation beyond the elementary school. The profession has developed no standards of service that are at all effective. Likewise, it is without any universally accepted code of ethics. Until higher standards of preparation, higher standards of service and a code of ethics are thoroughly established, teaching will not be a fully developed profession. A quarter of a century ago, there were few schools of education in the universities of the country and such as did exist were not in good repute with the other departments of the university. Instead of teachers colleges, we had normal schools. Regular colleges looked upon the normal schools as inferior educational institutions. During the past quarter of a century most of our normal schools have developed into standard four-year teachers colleges and every university of high rank has established a school of education. In the same period high grade

professional material has been developed. Today, schools of education and teachers colleges are offering courses for persons preparing for teaching that are as thorough and scientific as are offered by the medical schools.

Since thousands of teachers are without adequate professional preparation, since new teachers are entering the teaching ranks every year without adequate preparation, and since new educational material is developing very rapidly, summer schools for teachers have been established. Boards of education, realizing the value of these summer schools for teachers have, in many instances, offered special subsidies for teachers who attend summer school either in the way of special payments for attendance at summer school or increase in salaries on account of attendance at summer school or both. In Kansas City, the Board of Education has the following regulation: "Any teacher, principal, or supervisor in the Kansas City Public School System who presents a transcript showing at least four semester hours of college work earned in summer school in a standard college or university shall, for the year immediately following such summer school attendance, receive \$100 in addition to the regular annual salary to which such person is entitled. In all cases the credits must be in such subjects as will be directly helpful to the teacher in her classroom work." This regulation has been in operation in Kansas City for four years. Each summer from 800 to 1000 teachers attend summer school and earn approxi-

mately 6,000 hours of college credit. Six thousand hours are equivalent to 200 years of college work or 50 college courses. The teachers of Kansas City attend not only nearby institutions but each year finds approximately 100 in schools on the Atlantic Coast and an equal number in schools on the Pacific Coast. They return to the schools with new ideas, new enthusiasm, broader visions and higher ideals. During the past four years, almost every teacher in the Kansas City school system has attended summer school one summer and a large number two or more summers. The cost to the Board of Education is less than \$100,000 per year or less than 2% of the current expenses of the school system. The improvement in quality of work in the schools is many times 2%. The money invested by the Board of Education in summer school bonuses without doubt brings the largest returns to the children of any investment made by the Board. Since the benefits of summer school attendance are mutual, being shared by the pupils and by the teachers, it is only proper that the public, through its Board of Education, should bear part of the expenses of the attendance at summer school. We recommend the summer school bonus idea to Boards of Education in small cities and villages as well as in the larger cities.

In addition to the summer school bonuses, the Board of Education in Kansas City grants increases of salaries to teachers who earn their Bachelor Degrees and also a further increase in salary to teachers who earn their Master of Arts Degrees.

Summer Term at Kirksville

By President JOHN R. KIRK.

THE State Teachers College at Kirksville had a fire. It was near the end of the winter term. It was really serious. It destroyed two highly useful, rare, old buildings. The earlier generations were heart-sick, the younger ones much discommoded. The fire was at three o'clock Monday afternoon. It lasted three hours. At seven o'clock the faculty met. At eight o'clock next morning all classes were meeting in rooms on the campus according to schedule.

The winter term ended. There was vacation one week. Everybody wondered, everybody had hopes. The spring term has eight

per cent increase of college students over the spring term of last year and appreciable increase over the recent winter term.

At the end of spring term the junior high school of two hundred sixty children will be released for the summer. A smaller general high school for over-aged high school and typical high school students will fill part of the junior high school rooms. An old corridor formerly joining two buildings is at moderate cost being rearranged to furnish a few good class rooms. The summer school will be well housed.

The summer term of 1924 gives promise of

being larger and better than ever before. Education is coming on. Universal education is not so very far away. All worth while schools and colleges are growing.

There is history of disaster in other institutions. Most recent among neighbors to Kirksville was the great fire at Warrensburg State Teachers College. So far as known the students of that fine old institution dutifully, patriotically and loyally stayed with and supported their alma mater. Students are doing the same thing at Kirksville. They are Missouri men and women. They are helpers in the great building process which is to hasten universal education and accelerate the transformation from war to peace among men and nations.

Already plans are well matured for the new fire proof library building. Temporary quarters in the new auditorium building have been provided for the library. Ten thousand new books are already being installed. Ten thousand more are coming soon. Metal stacks and a few wooden shelves are already in place for twenty thousand volumes. Reading room facilities on ground floor of auditorium building are surprisingly good.

If the summer term attendance is too large, some rooms in the Kirksville Senior High School building four blocks away will be at our command, as they were during the spring term, though not accepted.

Kirksville institutions are generous. The churches, the senior high school, the Greenwood school, the A. T. Still College of Osteopathy, the American School of Osteopathy and the county court house were at the command of the Teachers College. Everybody must have known that without telling. This is Missouri.

Moreover, aid in a variety of ways was tendered the Kirksville Teachers College from every one of the state educational institutions and from some of the endowed colleges. But everyone might have known that. It is the Missouri way. We have to be shown always—almost always, excepting after a fire.

The library will not stop with twenty thousand volumes. Funds are available to raise the number to thirty-five thousand at least. The new library building can be completed, the architect says, in four months. The Teachers College officials expect to move

into the new building before the beginning of the winter term. The building will have some unique features. The principal reading room, 87 x 37 feet, will face the north. It will be unusually well lighted from the north. Adjacent smaller reading rooms will be lighted from east and west and also through skylights.

About Thanksgiving time the new library will have exclusive possession of the upper story. The stack room is 37 x 61 feet. The first and second floors are designed ultimately for some nine or ten special libraries and a few rooms of the usual type of seminar rooms. When the new structure is finished, five class rooms of the dimension 24 x 37 feet will be available on the ground floor and six others on the second floor. Some college activities will then be better provided for than they will be during the fall term.

But this article is headed "Summer Term." Sure enough there will be the summer term. We think it will be better than ever. It is to start at 8:00 a. m., Monday, June 2, and close at 2:00 p. m. Friday, August 8. There will be many attractions which can not be announced in detail at this time. Several of our own Missouri leaders in education are to be secured for visits and addresses to classes and to students and faculty as they assemble from day to day in the delightful new auditorium. Kirksville will have a few non-resident lecturers because of contracts made last year. Among them are Dr. Winship who always brings exhilarating messages and the best news of the newest and best things in education far and wide. Dr. Howard R. Driggs, of Salt Lake City and New York City, will bring us the best messages to be had on children's literature and elementary English. Dr. Suhrie, of the Cleveland School of Education, will give us the benefit of his rare talent in matter of curricula and class room tactics.

All the usual departments will be provided for. Some of them will be a little stronger than heretofore. They are as follows: agriculture, chemistry, hygiene and public health, commerce, education, English, fine and applied arts, college and public school geography, history, household science, household arts, industrial arts, Latin, mathematics, modern languages, music, physical education, physics and geography, political science and social science.

The work of these departments is equal to that of the best colleges in our country. The Teachers College at Kirksville is accredited as a senior college of the North Central Association of Colleges and Secondary Schools. It is a member of the American Association of Teachers Colleges and of the American Council on Education. It sends its graduates to the graduate colleges of many universities.

Special effort is made in the Demonstration School of this Teachers College to gather, correlate and give as one subject the three subjects history, civics and geography, heretofore treated separately. They are now unified under the head of social science.

Much teaching in the Demonstration School has of late been done by head professors in the academic faculty of the Teachers College. It is found that big, red faced men with Ph. D. degrees are able to adapt themselves most happily to the different grades of the junior high school. Women of corresponding capabilities and preparation are doing the same thing. This co-ordination of academic erudition and professional skill is an integral part of the new Demonstration School.

It may seem a striking thing to some who do not believe in education and who do not believe that a full grown man or woman can teach children:—But the fact is that some fully educated men and women in the Teachers College are demonstrating their ability to see the background and experience in the consciousness of children and do more to stimulate and lead the children into idealization, generalization and expression than persons of less education can possibly do. These results are achieved by persons who have gone far into academic research even though they may not have studied in detail all the well meant methods and devices dwelt upon so much in some of the teacher producing institutions.

Of late there has been much better co-operation between the department of hygiene and public health on the one hand and the gymnasium-field exercises on the other.

There comes into view an outgrowth of the hygiene and public health laboratories not even thought of a year or so ago: A modern hospital is only a block from the college campus. One of the surgeons at the hospital, highly prepared and skillful, is a member of the college faculty. Co-operation gives to those who intend to be nurses in school and home an opportunity for academic, laboratory and pedagogical instruction in the college, with a few hours daily in service as actual nurses in care of patients at the hospital.

The department of hygiene and public health begins to appear as a fundamental feature in teacher producing institutions. It is valuable to students from many points of view. It habituates them to the constant appreciation of health conditions in the schools where they teach and it gives them knowledge and skill in diagnosis and treatment, and in securing medical care for many incipient, yet serious, ailments. Dressings, antiseptics, and supplies are provided free of charge to the college students. Serum and vaccine prophylaxis are administered when necessary. Students having ailments are visited in their rooms by the nurse. Analysis of many types are made in the bacteriological laboratory. Increasing number of students are availing themselves of the services of the department of health and thereby keeping themselves physically fit.

In view of the fact that this is a teacher producing institution, our movement in the direction of corrective gymnastics and the ways of securing and maintaining health among students at large now seems to have value reaching far into the future. As health increases, students complete more studies in college and secure higher standing in their studies.

There has been opposition to every sane attempt to inaugurate scientific health education but we have encouragement of a new and wide reaching agency in the co-operation of the state and federal departments of health and aid through many visits and lectures from experts in both those departments.

Are you a member of the National Education Association? If not, join now. The organized profession needs you and you need it. Send two dollars for the 1924-25 card to 1201 Sixteenth Street, Northwest, Washington, D. C.

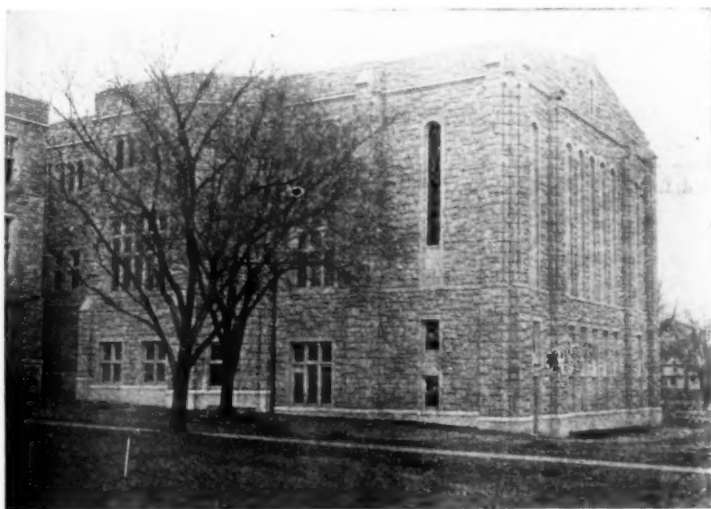
The Summer School at Warrensburg, E. L. Hendricks, Pres.

THE summer term of the Central Missouri State Teachers College, Warrensburg, Missouri, opens June 10th and closes August 14th. The summer school is one of the regular terms of the college and ten semester hours of college credit may be made, provided a student enrolls at the opening of the term.

The regular faculty will be augmented by at least thirty full time specialists in the various fields of college work. Practically every course in the catalogue will be offered dur-

ing the summer term to help meet the requirements of various types of state certificates; and to meet special situations in their own institutions, which could not be provided for in the regular term. At the close of summer school a regular convocation is held at which certificates and degrees are issued. The degrees issued by the college are Bachelor of Arts, Bachelor of Science and Bachelor of Science in Education.

Some special emphasis will be placed on the various aspects of Physical Education, in-



Auditorium.

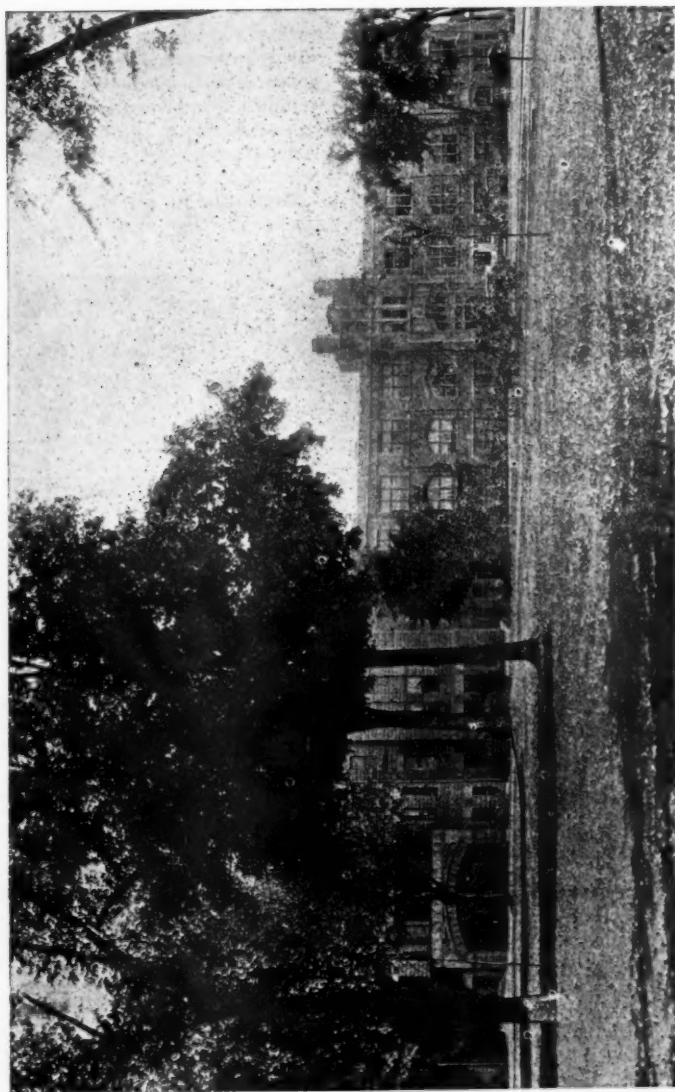
ing the summer quarter. This enables students to secure any course desired.

The program of studies is of such wide range that it will meet the needs of regular students working toward certificates and degrees; teachers who desire special subjects to complete county or state certificates will find opportunity to select subjects to complete these requirements; teachers who expect to go immediately into rural schools will find a number of courses to serve their needs; superintendents and principals will have opportunity to get subjects in administration, technic of instruction and academic subjects to serve any of their needs; and students from other colleges will find opportunity to take professional work and aca-

cluding athletics. Several fully qualified professors will teach the various branches of Physical Education. This will offer opportunity for students to get ready to meet all the demands of the new Physical Education law, which has occasioned some discussion. We offer courses in the theory of coaching to prepare teachers to coach the various branches of athletics in high school.

The college now has a well equipped modern plant, which includes seven buildings. The new auditorium with its equipment, which includes a concert grand piano and a fine three manual Austin pipe organ, is considered by many of those critics who have seen it as altogether the finest auditorium in the State of Missouri and one of the very

A CAMPUS VIEW.



Administration.

Gymnasium.

best in the country. It will be made the center of much instruction and a great deal of entertainment during the summer quarter,

paratively low. The student atmosphere is all that could be desired, and the social life of the summer school is one always to be re-



Auditorium Showing Stage.

and it is expected that concerts, plays and lectures of a high character will contribute in a very large measure to the student's summer activities.

The cost of living in Warrensburg is com-

merahered by the students who live in it for a term.

For further information, address the Registrar, Mr. G. E. Hoover.

State Teachers College, Cape Girardeau, Missouri.

IF the number of inquiries from prospective students is any criterion for attendance for the summer term of this College, then the term beginning May 27 and ending August 1 will be the largest in the history of the school. Every indication points to this fact, and in preparation for it the College is offering the best balanced curriculum for the summer that it has ever offered. Each department has carefully canvassed the situation and has made special provision for taking care of this enlarged enrollment. In addition to this the faculty has provided for the high school teachers requirements that recently have been promulgated by the State Superintendent of Schools, Hon. Charles A. Lee. This has required the addition of a number of courses in the teaching of particular sub-

jects, as well as one new course in administration. The College buildings will more adequately contain a larger school than ever before. Since last summer the building formerly occupied by the Training School has been remodeled and renovated and is now being used for agriculture, home economics and rural education, and besides this contains several class rooms which will be used for special summer classes. The Science Building will be used exclusively for general science, psychology and geography, and the rooms vacated in the Academic Building will make possible the re-arrangement of several of the larger departments, giving each of the crowded departments more room. The congestion in the library will be relieved this year by the establishment of an additional reference library placed in one-

of the large rooms in Academic Hall. Here all books that are reserved by the various departments may be found. The College stock have been moved from the rented farm to their permanent home immediately adjoining the campus, and this will be very much more convenient in the judging of live



Administration Building.

stock and the general teaching of agriculture. All in all the College has never been better prepared than it will be this year for the great demands incident to the summer enrollment.

Special attention is being given to the recreational features for the summer. The Coffey-Miller Players have been engaged for a series of three outdoor plays, a summer

festival is in course of preparation, and other entertainment features are being arranged. The series of Saturday excursions to nearby points of commercial and historic interest will again be conducted by various members of the faculty. A summer chautauqua, under the auspices of the Wednesday Club of the city, will also be given, and this will offer an opportunity for the students to avail themselves of the privileges of such an organization.

Cape Girardeau is one of the most rapidly growing cities in the state, and fully half of the new houses that have been erected are in that part of the city known as the College section. This will offer additional advantages for comfortable rooming places. The two dormitories for women have been brought up to date, and already all rooms in these dormitories have been reserved for the summer. Every effort consistent with the comfort and welfare of the students is being thought out beforehand by those in the administrative positions of the College, and we therefore believe that the summer term of 1924 is going to set a new record, not only in numbers but for the best ideals of a summer school.

Southwest Missouri State Teachers College, Springfield Clyde M. Hill, President

THE summer term of the Southwest Missouri State Teachers College opens Monday, June 2, and closes Wednesday, August 6. Between two hundred and three hundred courses will be offered from which each of the three thousand students who enroll may choose the work that best fits his needs, whatever those needs may be: approved grades; teacher training certification; high school work; college courses. The number of class rooms which the college now has make it possible to offer an attractive and varied schedule by convenient and desirable hours.

Education Hall is complete and greatly enlarges the facilities of the college for taking care of its immense number of students. The building is magnificent. It is conveniently arranged, airy, well lighted, and splendidly equipped. It is artistic and impressive. In accepting the building for the state, Lieutenant-Governor Lloyd, the official in-

spector of State buildings under construction, said that aside from the capitol, it is the handsomest structure owned by the state. Academic Hall is light and comfortable. In every class room and in the study hall there are large electric fans which keep the entire building comfortable even during the hottest hours of the day. Greenwood building is now occupied by the Music Department.

The work of the summer term will be conducted by the regular faculty of the institution, men and women expert in their various departments and thoroughly acquainted with the Missouri Public School System and its needs. These teachers are extremely liberal with their time and efforts, always ready to assist the student when help is needed. The necessary additions to the faculty will be men and women chosen because of their recognized ability in the kind of work they will be expected to do.

The library, reading rooms, and study

halls will be open from seven o'clock in the morning to ten o'clock in the evening. No effort has been spared in making these

There will be out-door life in abundance, hikes, breakfasts, picnics by various classes, clubs, and county organizations. The new



Education Hall.

rooms attractive places for work. The twenty-five thousand volumes which the library contains includes an adequate and comprehensive reference list, ample amount of well selected general reading, bound volumes of desirable magazines, and beautifully illus-

gymnasium and swimming pool furnish opportunity for indoor recreation. There will be high class moving picture shows, and the radio station will be able to add much to the pleasure of the summer students. The Thursday evening entertainments of the



Academic Hall.

trated editions of children's books. The library force is competent, courteous, and obliging and will be sufficiently large to meet the demands of the summer term. Abundance of material easily accessible and a cool, well lighted, quiet hall make ideal study conditions.

The summer term is not all work. Generous provision has been made for social life and recreation. The various student organizations, the religious and social clubs as well as those growing out of the class room work, will be active throughout the term.

Physical Training Department, that have been very popular the last two years will prove just as attractive this year, perhaps even more so. In short, nothing that will contribute to the social pleasure and recreation of the student body will be overlooked by those in charge of the work.

One of the essentials to good work, happiness, and health is a comfortable home. The Springfield Teachers College has excellent plans for housing its students. Two dormitories and Social Hall will care for a considerable number. The many approved first

class boarding and rooming houses near the campus are able to care for the others. Excellent accommodations at reasonable rates may be had by every student.

The city of Springfield is, in many respects, an ideal place to spend the summer.

equal those of cities much larger; the parks, drives, theaters, and fine public library invite one's leisure; splendid churches call one to worship. Nothing is wanting to fill a happy summer vacation.



A Winter Scene.

The location in the top of the Ozark plateau gives the city an admirable climate. The days are not unpleasant, the nights are cool, and the excessive heat of less fortunate localities is unknown. The shopping districts

Fine location, magnificent buildings, competent faculty, attractive study conditions, generous provisions for leisure and recreation these are some of the reasons why Springfield summer school is very popular.

Maryville Makes Enrollment Convenient, Enlarges the Scope of Courses and Provides Recreational Features.

PLANS started early in the spring are now nearing completion to enable the Northwest Missouri State Teachers College at Maryville to offer a more serviceable summer term to a greater number of students than ever before. Realizing that the higher teaching requirements for Missouri, as recently announced by State Superintendent Charles A. Lee, would greatly increase the number of teachers who would return to College this summer, the Board of Regents has taken steps to enlarge the faculty, to add courses to the program, and to increase the general facilities of the College.

Teachers of Northwest Missouri may now register by mail for the summer term under the plan recently worked out by the College. This plan of registering in advance of the student's arrival here for the summer session, has been worked out to avoid any "standing in line" the opening days by those teachers, who know that they will attend the summer session.

According to the plan the students will mail the incidental fee and library and text-

book deposit of \$17.50 to the College Registrar, W. A. Rickenbrode. Programs, classification slips, and card will then be sent them to fill in and return to the College. When this is completed a student may come to Maryville, May 26, the opening of the term, and be all ready for class work. A great many teachers have already enrolled by this method and the plan is expected to expedite enrollment the opening day of the term. All mail enrollments must be in by May 19.

A comprehensive program of courses, wider in scope than that of any previous year, has been prepared with the view of meeting the needs of the summer students. Courses will be offered in Education, Psychology, Sociology, Agriculture, Biology, Physiology and Hygiene, Physical Education, Physics, Vitalized Agriculture, Chemistry, Geography, Home Economics, Fine Arts, Industrial Arts, Commerce and Business Administration, Vocational Guidance, Library Economy, Mathematics, History, Bible courses, English, Reading and Public Speaking, Dramatics, Latin, French, Spanish, Ad-

ministration and Supervision, and Music. Other courses will be offered if demand requires them.

In addition to the general courses in Education, special courses will be offered for teachers in high schools, primary grades, and in rural schools. Students who are working for county and state certificates will be able to so arrange their program, in most instances, that they may secure approved grades towards College certificates and degrees. A bulletin of summer courses will be sent on request.

The annual commencement exercises of the College will be held June 1, 2, and 3.

The summer term closes July 31 leaving the entire month of August for vacation before schools open in September. This permits teachers to attend summer school and still enjoy a good vacation.

Several special features have been provided for the summer students. These will include three plays by Clifford Devereaux and his players, including Zinita Graf. This company will give, "The Barber of Seville," "The

Mummy's Ear Ring," and "Grandad."

A pleasantly profitable summer is in store for the teachers of this part of the state who plan to attend the Northwest Missouri State Teachers College. Its cool, spacious campus of 117 acres, located on the highest elevation between Omaha and St. Louis on the Wabash Railroad, is comparable to a city park. Former students delight in telling of the beauty of the campus and the cool comfort of the main building.

This College belongs to the people of Northwest Missouri. It is maintained by the State of Missouri to afford the people in this part of the state the best educational opportunities at the lowest cost. The rapid growth and substantial development of this College is commanding the attention of educators all over the state and the country. Northwest Missouri may justly feel proud of its educational institution and graduates may point with pride to their Alma Mater. The College, with all of its resources and advantages, stands ready to meet the educational needs of Northwest Missouri.

Opportunities Offered Teachers at the University of Missouri Summer Session, 1924

By JOSEPH D. ELLIFF, Director Summer Sessions.

IN planning the work of the Summer Session we have constantly kept in mind the needs of the teachers and have sought to make the best possible provisions for them. A comparison of the opportunities offered here at Columbia with those offered in other Universities will, we believe, convince the most skeptical that there is no reason why any teacher should leave the state to attend school this summer.

Our Faculty.—In addition to the regular members of the faculty of the School of Education, Professors Neale, Coursault, Elliff, Capps, Watkins, Sexhauer, Stone, Crouch and Diefendorf, we have employed six additional members each of whom is a specialist in his chosen field. The new members of the Summer Session faculty are: C. E. Germane, Ph. D., Dean College of Education, Des Moines, Iowa; O. J. Johnson, Ph. D., Assistant Director of Research, St. Paul Public Schools, St. Paul, Minn.; James King, Ph. D., Dean of Faculty, Olivet College, Olivet, Michigan; Armand R. Miller, A. M., Mc-

Kinley High School, St. Louis; John J. Oppenheimer, Ph. D., Dean Stephens College, Columbia Mo.; Walter J. Saupe, A. M., Assistant in Educational Administration, University of Minn.

These sixteen members of the faculty teach courses in Education only, offering courses as follows: Educational Psychology, six courses; History and Philosophy of Education four courses; Educational Administration fifteen courses; School Supervision, eleven courses; Industrial Education, three courses; Methods in Special Subjects, nine courses.

Curricula.—Special curricula are offered for High School Teachers, for Elementary School Teachers, for Elementary School Principals and Supervisors, for High School Principals, School Superintendents, Teachers of Industrial Arts, Teachers and Supervisors of Art, Teachers of Physical Education, Teachers and Supervisors of Music; Teachers of Vocational Home Economics and Teachers of Vocational Agriculture. The

completion of either curriculum leads to the degree of Bachelor of Science in Education and the life certificate to teach and **all required courses for any degree or certificate issued by the School of Education or re-**

Health and Physical Education.—We are just beginning to realize the fundamental necessity for adequate provisions for health and physical education in all schools. We have now reached a stage in our educational



quired by the State Department of Education are offered this summer.

Graduate Work.—More than fifty courses open to graduate students only will be offered this summer. In addition more than one hundred and twenty-five courses will be offered to graduates and upper classmen. Graduate students will thus have more than one hundred seventy-five courses from which to make up their program of work. A new regulation of the graduate faculty makes it possible for a graduate student to do the equivalent of one of the four summer sessions work required for the Masters degree by correspondence, extension or residence in an other institution. To take advantage of this provision the graduate student must have the first term of his graduate work in residence at the University of Missouri.

advancement where the school should and must share with the home and society the responsibility for the health and physical well-being of the children. If we as teachers are to meet our obligations to the children, if we are to comply with the state laws and the regulations of the State Department of Education, we should lose no time in qualifying for this work.

Our Summer Session program for health and physical education calls for the full time of five faculty members. It is by far the most complete program we have ever offered in any Summer Session. As planned, the program has two phases: (1) Courses designed especially for teachers who will teach or supervise physical education. For these teachers we offer courses in Preventive Medicine, General Hygiene, Principles of Physical Education, baseball, track, and field

athletics, and football for men; folk dancing and school gymnastics and games, physical education for teachers, and swimming for women. (2) The second group of courses is designed primarily for health and recreation of Summer Session students. Either of these courses may be taken with or without credit. Recreational activities for men is a general course for recreation, health,

Board.—Our new cafeteria is now housed in its own building with new and modern equipment under expert management. Meals are served at actual cost, and the cafeteria has a capacity of two thousand meals per day. Good board can be obtained in private families at reasonable prices if desired.

Medical Attention.—Regularly enrolled students who pay the full fee of \$12.50 may



WOMEN'S SWIMMING POOL

and personal efficiency. It requires four periods of exercise a week in gymnastics, athletics, or sports such as golf, tennis, or football as selected. It gives one-half hour's credit. Recreational activities for women is a similar course for women. Each student in the Summer Session is advised to take one or the other of these courses. We have two gymnasiums, a large athletic field, a track, football, and baseball field, and many tennis courts and golf courts open to all Summer Session students. The new women's gymnasium contains an excellent swimming pool for the use of the women students.

Rooms.—Columbia is a city of homes. During the regular session we have no difficulty in finding good homes for four thousand students. Excellent rooms can be obtained during the Summer Session at prices ranging from \$10.00 to \$20.00 per month.

have free medical attention and hospital care. In the dispensary at the hospital, any student may consult with and have treatment by the members of the staff of clinical medicine and surgery. The attention of the same staff of physicians is available to students who have to be admitted to the hospital. No charge will be made for surgical operations that are considered by the staff as imperative. Hospital care is free, except for extraordinary medicines and special nursing.

The Summer Session as a Whole.—A faculty of one hundred members offers courses in thirty departments:

Agricultural Chemistry.
Agricultural Engineering.
Animal Husbandry.
Art, Theory and Practice of Botany.
Chemistry.
Dairy Husbandry.

Economics and Commerce.
Education.
English.
Entomology.
Field Crops.
Geology and Geography.

Germanic Languages.
Greek.
History.
Home Economics.
Horticulture.
Industrial Arts.
Journalism.
Latin.
Library Methods.
Mathematics.
Medical Bacteriology
and Preventive Medicine.

Music.
Philosophy.
Physical Education.
Physics.
Political Science and
Public Law.
Poultry Husbandry.
Romance Languages.
Rural Life.
Sociology.
Soils.
Zoology.

Special Lectures.—Summer Session students will have an opportunity to attend

lectures by some of the best known educators and public speakers in America. Among the lecturers already engaged are Dr. Chadsey, Dean of the School of Education, University of Illinois, Dean Hagerty, University of Minnesota, Dr. Ernest Horn, University of Iowa, Rabbi Latz, Philadelphia, Dr. Ray K. Immel of the University of Michigan, and Dr. Eugene Briggs, Teachers College, Columbia, New York.

Rooming House Directory for Summer School Students.

At the University of Missouri, June 9 to August 2.

The rooms listed below are approved by the authorities of the University and may be depended upon as being as they are represented to be. It may be mutually helpful to you and to the proprietress of the home in which you will live if you make reservations in advance.

Mrs. A. W. Daniel, 708 Missouri Avenue: Rooms for women, five double rooms on second floor, \$18 for the room, per month; 3 double rooms on third floor, \$14. Bath on each floor, hot water daily. Ice water for drinking. Close to cafeteria.

Mrs. M. J. Allen, 1119 University Avenue: Close to campus, rooms for girls. Two rooms at \$15 per month and two at \$10. Hot and cold running water. Ice water for drinking.

Miss Effie Graham, 1002 University Avenue: Average price of rooms \$22 double; \$15 single for four weeks. Single beds, linens furnished. All modern conveniences. Close to campus.

Mrs. J. T. Robnett, 611 Turner Avenue: Three spacious and well ventilated rooms for girls and table board for girls and boys. One block from the campus.

Miss Annie Luttrell, 511 Turner Avenue: Rooms for girls. Three and one half nice, clean, well ventilated rooms at \$16 to \$18 per month, with two in each room.

Mrs. I. W. Spicer, 509 South Sixth Street: Rooms for girls. Eight nicely furnished rooms. All modern conveniences. Ice water and hot water. With or without meals. Rooms \$20 to \$25, two in room.

Mrs. W. H. Brown, 1106 Paquin Street: Nicely furnished, well ventilated rooms for girls. Sleeping porch that enter into one room each. Ice water. Hot water for bath all the time. Board if desired. Electric fan at table. Prices no higher than elsewhere.

Mrs. E. L. Sholey, 216 Hitt Street: Rooms for girls. Ten well ventilated double rooms. Five on second with single beds. Five on third. Modern conveniences. Well located to both campuses and town. Table board if desired. Prices reasonable.

Mrs. J. L. Adkinson, 600 Conley: Rooms for girls. Four double rooms on second floor \$16 to \$20 per room. One room for four girls on third floor \$8 per person. Modern conveniences. Hot and ice water.

Mrs. J. D. Stewart, 506 South Fifth Street: Rooms for girls. Six double rooms for summer and winter, \$20 to \$25 per month. Ice water. Hot water for bath. Block from campus.

Mrs. C. E. Alford, 1000 University Avenue: Rooms for girls. Five nice, cool rooms with single beds. Prices reasonable. Table board for boys and girls. Location between campuses.

Mrs. Ben R. Wescott, 603 Sanford Place: Five rooms. All modern conveniences. Less than block from Red Campus. Prices reasonable.

Miss Jessie Cline, 707 Missouri Avenue: A few furnished apartments available, 705 Missouri Avenue. Just a step from campus. Inglenook Shop in this building will furnish you school supplies, and Inglenook dining room will serve meals at the very reasonable rate of \$6.75 per week.

Mrs. O. J. Weathers, 1510 Rosemary Lane: Four nice rooms and sleeping porch in new brick home on Rosemary. Girls. Two blocks from White Campus.

Mrs. Jerre F. Jones, 718 Missouri Avenue: Rooms for single or married men. Seven desirable double rooms ranging in price from \$12 to \$18 per month. Hot water and ice water. Board if desired. Block south of University.

Mrs. Ella Graves, 817 Rollins: Room and board for men or married couples preferably. Sleeping porch space. Cool in summer. Between Red and White campuses. Across from tennis courts and near golf links.

Mrs. Lotta Black, 515 South Sixth Street: Opposite campus. Double rooms for girls, \$15 to \$20 per room. Single rooms cheaper. Single and double beds. Board if desired. Summer rates, three meals, \$6. Lunch and dinner \$5. Also board for boys.

Mrs. John T. Newcomer, 400 Matthews Street: Has choice rooms which for convenient location, comfort, attractiveness and reasonableness of price are excelled by none. Will engage now to girls or teachers for summer or fall term.

Pemberton Home for Men and Married Couples: In front of Jesse Hall. Bath on each floor, nineteen rooms, ranging from \$7.50 to \$30, complete room. Under management of "The Palms"—Almost a Varsity Institution. "The Palms" is the place for your summer meals and refreshments.

Mrs. Belle Harrison, 712 Maryland: Rooms for girls. Seven well ventilated and furnished rooms. Hot and cold water. Rooms \$16 to \$18 per month. Two in room. One large room for four girls, \$28 per month. Meals for boys and girls, \$6 per week.

Mrs. S. O. Pancoast, 1117 Univ. Girls, Teachers, engage rooms now for summer and fall terms. Ideally located near town, opposite White campus. Excelled by none in comfort. Prices reasonable. Ice water and hot water. Board in winter. Garage for rent.

(Advertisement)

A Supreme Court Decision of Importance to Missouri County Superintendents Who Served from April, 1919, to April, 1923.

A RECENT decision of the Supreme Court of the State of Missouri indicates that county superintendents who served from April, 1919, to April, 1923, may have had an increase of salary due to the increased number of votes at the election in November, 1920.

The case on which the decision was rendered was that of Moss versus the County Court of Crawford county. Moss served as Circuit Clerk of Crawford county from January 1st, 1919, to December 31st, 1923. His salary was based on the population of the county as derived by multiplying the total vote of the county in the general election of 1916 by five. On this basis his salary was fixed at \$1,600 per annum. In the election of 1920, due to the fact that the women voted, there was sufficient increase in the number of votes to indicate an increase in the population and to raise his salary on that basis to \$1,950 per annum.

The principal facts in the case as set forth in the transcript of the opinion of the Supreme Court are:

At the general election of 1920 the presidential vote was 4359 which if multiplied by five made the population of the county 21,795, which population fixed the salary of the circuit clerk at \$1,950, according to the law in effect at the time he took charge of the office in 1919. He avers his ignorance of the population and that the court paid him monthly

at the rate of \$1,600 per annum and according to bills presented to the court by him. Nothing was said as to waiver of further claims, nor was any claim made for more.

Nothing appears in the record discussing the effect of the new law enacted in 1921 by the General Assembly to the effect that the population shall be determined by multiplying the vote by three and one-half and to the further effect that "persons holding offices, the salaries of which are determined by this section shall to the end of the terms for which they were chosen draw the same salary that was paid to the person holding such office at the time of the election in 1920," and which language applies alike to the offices of Circuit Clerk and County Superintendent of Schools.

It appears that the decision hinges on the provisions of the State Constitution and the Laws fixing the salary at the beginning of the term. The Court holds that the law which was in effect at the time the clerk's election fixed the salary, by fixing the method by which it was to be determined. "True it was higher," says the opinion, "but it was definitely fixed at date of his election."

If this decision applies to the office of County Superintendent of Schools, and it appears to be exactly parallel to it, each county superintendent, not drawing the maximum salary under the law and not in a county which comes under a special law, is entitled to the difference between the salary he received and that which the increased vote of the 1920 election would have entitled him to under the law of 1919.



Committee on State Courses of Study Begins Its Work.

DOCTOR Thomas H. Briggs, Professor of Secondary Education in Columbia University of New York, began work with the committee of three on the State Courses of Study for Missouri High Schools, Monday morning, April 14. The committee consists of Dean M. G. Neale of the University of Missouri, Armond R. Miller, Principal of McKinley High School, St. Louis, Missouri, and John B. Boyd of the State Department of Education. The committee was in session four days.

Some of the main things accomplished in this first conference was the preparation of a text book to be used as a guide for the several committees who will prepare the syllabi in the various high school courses. This text book sets forth the objectives in secondary education, the principles involved in curriculum making and course planning. Bibliographies containing a list of the most recent work written in the various fields were chosen chairmen of the various committees.

A tentative list of the committees who will prepare the syllabi was made but these will be announced at a later date. The following were chosen chairmen of the various committees:

Social Science Group.

Dean J. J. Oppenheimer of Stephens College, Columbia, Missouri, Chairman of the Social Science Group, consisting of Geography, History, American Problems, Sociology and Economics.

Sam T. Bratton, University of Missouri, Geography.

C. H. McClure, State Teachers College, Warrensburg, Mo., Missouri History, United States History and American History.

R. J. Kerner, University of Missouri, World History and European History.

Eugene Fair, State Teachers College, Kirksville, Mo., American Problems, Sociology and Economics.

Industrial Training.

R. W. Selvidge, chairman, University of Missouri; Home Economics, Sarah Helen Bridges, University of Missouri.

Music.

R. R. Robertson, chairman, Supervisor of Music, Springfield High School, Springfield, Missouri.

Art.

Jean Kimber, chairman, Supervisor Art, St. Louis Schools.

Health and Physical Education.

Homer Phillips, chairman, State Teachers College, Maryville, Mo.

Mathematics.

E. R. Hedrick, chairman, University of Missouri.

English.

John Rush Powell, chairman, Principal Soldan High School, St. Louis, Missouri.

Foreign Languages.

Norman Freudenberger, chairman, State Teachers College, Springfield, Missouri.

Commercial Studies.

J. O. Malott, chairman, Yeatman High School, St. Louis, Missouri.

Chemistry.

J. E. Wildish, chairman, Junior College, Kansas City, Mo.

Agriculture.

Harry A. Phillips, chairman, State Teachers College, Warrensburg, Mo.

General Science.

R. K. Watkins, chairman, University of Missouri.

The chairman for the Committee on Phy-

sics has not been definitely chosen.

Doctor Briggs will return to Jefferson City in May when the chairmen of all of the committees will be called together.

None of the courses of study will be ready for use this fall as the preparation of the

courses will cover a period of two years.

The present State Course of Study will be in use until the various syllabi in the high school courses are issued. The bulletin on standards, organization and administration will be published before September, 1924.

Picture Study for May.

SAVED.

The Artist.

Sir Edwin Landseer the artist was born in London in 1802, and lived to be seventy-one years of age. He was fond of drawing almost from babyhood. When he was only six years old he made sketches of animals that delighted his friends, and when he was thirteen his pictures were exhibited in the Royal Academy. Nearly all of his family were artists. His father and brother were engravers.

Landseer was the first English artist who enjoyed the favor of the royal family. Queen Victoria, who loved animals as much as Landseer did, was a great admirer of his pictures, and decided to make him a knight. After that he was no longer plain Mr. Landseer, but Sir Edwin Landseer.

Until about 1823 Landseer was satisfied to draw animals as they were, merely reproducing their natural expression and character. During the second period of his long career he constantly attempted, usually with remarkable success, to associate human sentiments with them. Many admirers feel that Landseer's best work is "Suspense," which shows a dog watching at the closed door of his wounded master, "The Good Shepherd's Chief Mourner" and "A Distinguished Member of the Humane Society," are also two favorites.

The Picture.

This New Foundland dog has just saved the life of a little child. We can see that they are both dripping wet, and so we know the child must have fallen into the water and was about to drown when the dog swam out and brought her safely to the shore.

We can only guess how the accident occurred. It could not have been a shipwreck, for there would be others for the good old dog to save; besides, although the sky is partly cloudy, there is no evidence of a storm, and we see sailboats in the distance.

The child evidently had not been wading out into the water and gone beyond her depth, because she has on her shoes and stockings and is dressed for a day in the warm sunshine, perhaps out on the beach. Probably she had been playing on the wharf or on the rocky shore and had reached out too far, or had slipped on a rock. The dog, hearing her cry, must have immediately plunged into the water after her. Then holding the child firmly by her dress, he had battled against the waves until he reached a sandy beach from which he had dragged himself to this place.

Although we cannot see the parents, nurse or playmates, no doubt they are running toward the child and the dog. The dog seems to be watching their approach as he lies there extended, guarding the child. His great tongue, hanging out and we can almost hear him pant as he tries for breath after his fierce struggle against the waves.

The child is still unconscious, her arms, which had held by a rubber band under her chin; her arm is limp and lifeless, yet we are sure this great dog has been in time, and she will soon open her eyes. The sea gulls circle about the two as if they were glad of the rescue, and were trying to show the parents where to find the child.

School Heads Seem to Approve Superintendent Lee's "New Requirements"

IN reply to a request for their opinions on the "New Requirements" recently made by the State Superintendent of Public Schools, THE SCHOOL AND COMMUNITY has received the following. The request was made of some fifteen or twenty representative men and women selected at random from various parts of the state. One reply was to the effect that "full agreement" could not be accorded and the writer therefore declined to make a statement for publication.

The replies as will be seen indicate a very general approval of Mr. Lee's policy.

Kirkville, Mo., April 16, 1924.

Dear Mr. Walker:

I consider State Superintendent Lee's "New Requirement" the most progressive step taken in Missouri Education in the last twenty years. Our district will meet the requirements in full.

Very truly yours,
CHAS. BANKS.

Fredericktown, Mo., April 15, 1924.

My Dear Mr. Walker:

In reply to your question regarding my opinion of the new requirement set by State Superintendent Lee, I will say that I personally approve of the step.

First, it will gradually bring the standards of teaching in Missouri on a par with our progressive neighboring states.

Second, the students in Missouri deserve the

bettered conditions that will result from the raise of standards.

Third, no teacher worthy of the name will be disqualified because provisions are made whereby she can qualify to continue in the same class school that she is now teaching.

Fourth, the physical training requirement is only in fulfillment of his official duty as it was the spirit and intention of the legislative enactment that the superintendent put physical training into the schools of Missouri.

Fifth, the requirements are not radical as it will only require a little readjustment to meet them. The new requirement of 20 in the teacher training classes is the most radical change and it will only affect a small number of schools and will result in the state receiving a greater return for the money spent.

I believe that we shall meet the requirements here.

Yours truly,
A. O. BRISCOE.

University City, Mo., April 15, 1924.

Dear Mr. Walker:

The standards for teachers as recently submitted by the State Superintendent, Mr. Lee, are in line with the standards of the most progressive states and school systems of the United States. A technical, literal, and arbitrary interpretation and enforcement of these standards would cause the state to lose the services of many able teachers, but with a generous recognition for equivalents with respect to college courses and credits, and avoiding any ex post facto application of the standards, there is no question but that the gradual adoption of these minimum requirements for teachers will elevate professional standards and bring a higher type of instruction to the children of Missouri. We have met these requirements, in the main, at University City for several years, and expect to support Mr. Lee in instituting these standards.

Sincerely yours,
H. M. BUCKLEY,
Superintendent.

Bonne Terre, Mo., April 16, 1924.

Dear Mr. Walker:

I endorse Superintendent Lee's recent requirements for first class school systems. I believe that if ever there was a time that we need to train boys and girls for a bigger and better citizenship it is today. This can be done only by having better qualified teachers; those with greater visions and with more enthusiasm for the great work. This ruling no doubt will work a hardship on some schools and some people, just like any change of policy will do, but in the end it will mean a better school system for Missouri.

With best wishes, I am,

Very truly yours,
FRED BRUNER.

Hickman Mills, Mo., April 16, 1924.

Dear Mr. Walker:

When I first heard of the new requirements, I thought they were too drastic. When I received Mr. Lee's circular letter explaining them, I changed my mind. I am unable to see how they can hurt the teacher. I am sure they were intended to make better schools. The teacher who can not meet the requirements should get busy and qualify so she can. I am sure Mr. Lee will be reasonable. I am inclined to think there has been a deal of condemnation heaped upon

him, most of it, by people who have never had any dealings with him. Someone has to blaze the trail. Mr. Lee has had the courage to do it. I am for him and the requirements.

C. A. BURKE.

Rolla, Mo., April 16, 1924.

Dear Sir:

Mr. Lee's "New Requirements" will not hurt or embarrass Rolla. I believe in the best educational conditions possible for our children, and believe Mr. Lee's "requirements" can and should be met by progressive communities. He may be asking advancement a bit faster than people are willing to follow, but the days are passing swiftly, and our children's opportunity comes but once.

C. E. EVANS.

Sedalia, Mo., April 15, 1924.

The School and Community:

On analyzing rather carefully the new requirements sets forth by Superintendent Lee, I will say that I cannot conscientiously do other than approve them. We are all bent by the spirit of conservatism to such an extent that we hesitate to accept new ideas until we have studied them thoroughly.

Requirements are gradually being raised for entrance into all the other professions, and I see no reason why the teaching profession should be at a stand still. Fifty hours college credit for grade teachers to teach in Teacher Training School does not seem to me an unreasonable requirement. Even that is much less than is required of the lawyer, doctor, dentist, and other lines of profession in order to practice among the public. And since the teacher is making her impress upon the child of today, who is to be the citizen of tomorrow, that impress should be of such a character as would naturally come from a thoroughly trained teacher.

In order to be licensed to pull a tooth or to amputate a little finger, the doctor thus trained must have practically six years special preparation above high school graduation to perform that professional duty for society. And as I think a great deal more of my little girl than I do of either my tooth or my little finger, I am correspondingly more anxious that she come under the instruction of a well trained and prepared teacher.

As for Physical Training in the schools, I think when we compare Missouri with most other states we find she is very much lagging in that particular. We hope to be able to comply with the law as set forth by State Superintendent Lee by putting in such a department this year.

Yours truly,
C. A. GREENE.

Chillicothe, Mo., April 16, 1924.

My dear Mr. Walker:

The Board of Education of Chillicothe has planned to meet the new requirements recently sent out by State Superintendent Lee.

Very truly yours,
JAMES R. KERR,
Superintendent of Schools.

Sedalia, Mo., April 16, 1924.

Dear Mr. Walker:

In reply to your letter of the 14th, regarding Mr. Lee's "new requirement" will say that I believe it is not too high. The only question in my mind is whether or not it may be too sudden. His provision that teachers who are al-

ready in high school systems and who fail to meet the requirements at this time may remain in these systems or in any other system of the same class and may even advance to a higher system by meeting certain rather easy requirements each year probably takes care of this question adequately.

If the supply of teachers for high school systems is large enough to avoid competition to such an extent as to raise the cost of conducting a school to too high a figure at once, the requirement is not extreme. If this should prove to be the case, however, I feel that some modification should be made, giving school boards an opportunity to prepare for it, and also giving ambitious teachers an opportunity to prepare to meet it.

Yours very sincerely,
T. R. LUCKETT,
Pettis County School Superintendent.

Malden, Mo., April 15, 1924.

Editor School and Community:

The standards for Missouri teachers cannot be too high to suit me as a teacher and as a patron of the schools of this State. I am in most hearty accord with Superintendent Lee's requirements for high school teachers and for grade teachers. I am a native Missourian and hope to live in this state all my life. These requirements are exactly right and I am glad that Mr. Lee has boldly stepped out and said let's make our schools better and make them better for the children right now.

Very truly yours,
A. C. MOON.

Excelsior Springs, Mo., April 16, 1924.

Dear Mr. Walker:

I am glad to give you my opinion of State Superintendent Lee's new requirements as per your request of April 14.

I consider that Superintendent Lee's new requirements for Teacher Training High Schools and his new standards for accrediting High Schools in general are thoroughly fair and reasonable. The fact that these new requirements do not jeopardize teachers now in service and that in reality, every teacher and every school is given ample time to meet the requirements, is sufficient evidence that the requirements are just and responsible. Superintendent Lee deserves the approval and co-operation of every Board of Education and Superintendent in Missouri in his efforts to put these standards into effect.

Very truly yours,
W. S. SMITH.

The Missouri School Survey, 1924

Reported by BER TA M. MOHR.

Missouri school people have taken another firm step toward advancing conditions in the field of Education. Last September, Hon. Charles A. Lee, State Superintendent of Public Schools, called a conference of representative Missouri educators, and in the several succeeding meetings of the group the Missouri School Survey of 1924 was inaugurated.

The Survey is an enterprise in the interests of Missouri. While it is not directly connected with the Greater Missouri Movement as such it fits into the general aim and spirit of this movement. It intends to give to the people of the state such

Marshall, Mo., April 15, 1924.

Dear Sir:

I have yours of April 12 requesting a brief statement of my views on State Supt. Lee's "new requirements." In reply will say that I am heartily in accord with the standards which Mr. Lee is setting up for the schools of the state. However, it is my opinion that he has worked rather too fast in some respects and that as a result some of the high schools will suffer before they can have time to adjust themselves to the new requirements. I might say further that if Mr. Lee is going to be consistent he must figure out the cost per student in Teacher-Training Colleges as well as Teacher-Training High Schools and apply the same regulations in the former as in the latter. As far as I know he may have done this but I have not heard of such an investigation.

Yours truly,
W. M. WESTBROOK,
Superintendent.

Houston, Mo., April 18, 1924.

Dear Sir:

In compliance with your request I am sending you a brief statement concerning my views on State Superintendent Lee's new requirements.

There has been a lethargy among a large number of teachers in regard to attending school and keeping abreast of the times. Still those teachers were often the very ones who would cut the price on some other teachers in order to land a position and then to cap the whole thing knock on joining the Teachers' Association or attending meetings. For just such as these I especially think Mr. Lee's ruling will help boost along the way. We must be progressive for we belong to a progressive age. We should aim to "hit on four."

The worst feature about most of Mr. Lee's rulings all the time is that they are so lightning like. They should be made to apply far enough in the future to provide for an easy change of gears. I have right now in mind the application of the late ruling on salary of Teacher-Training certificates issued this year when many a pupil has worked hard all year with the hope and expectation of drawing \$80 per month this coming term without having to borrow more money for the Summer Term in order to obtain ten college hours.

Very sincerely,
J. K. CONNOLLY,
County Superintendent.

facts and descriptions of school conditions as will enable the State Superintendent, the General Assembly, Boards of Education and the people generally, to act intelligently in their efforts to improve educational conditions and to get the greatest possible results from the amount of money expended.

Governor Arthur M. Hyde, in a letter to the director of the Survey said: "It strikes me that this movement is very important and holds possibilities for great good to the schools of the state. I trust that it will have great success."

It is a great enterprise for public improvement.

Like all civic recommendations and plans for improvements, it comes from the experts best fitted to study the question. The Missouri State Teachers' Association has laid aside an appropriation to carry on this work. All state institutions of higher education are co-operating. The State Department, the University, the five State Teachers Colleges and the State Teachers' Association are all contributing to the Survey.

The Survey is under the able direction of Prof. A. G. Capps of the University. Dr. Capps directed a similar school survey in Missouri in 1918, and has headed committees of the State Teachers' Association on Salary and Tenure of Teachers in Missouri for the last two years. He is now devoting a large part of his time to the Survey.

The committees, one composed of professional men and women, the other of representative laymen in the state, act as an advisory board to the Survey Staff. The Professional Committee is composed of the following: Supt. Chas. A. Lee, Jefferson City, chairman; Pres. J. A. Serena, Cape Girardeau; Pres. Uel W. Lamkin, Maryville; Dean M. G. Neale, Columbia; Supt. J. J. Maddox, St. Louis; Asst. Supt. George Melcher, Kansas City; Supt. T. R. Luckett, Sedalia; Supt. W. M. Oakerson, Jefferson City; Miss Anna E. Riddle, St. Joseph; Miss Pauline Humphreys, Warrensburg; two others will be added to this committee in a short time.

The Advisory Lay Committee is constituted as follows: Dr. Paul Baldwin, Kennett, Casper Yost, St. Louis; R. T. Wood, Springfield; H. J. Waters, Kansas City; C. H. Gray, Nevada; Mrs. George Still, Kirksville; Mrs. A. Ross Hill, Kansas City; A. T. Dumm, Jefferson City; Rev. S. D. Hartness, Kansas City; J. W. McKnight, Albany; F. E. Atwood, Jefferson City; two more persons will be added to this committee also.

The Headquarters Staff consist of the director and a man from each of the five state educational institutions. Two of these are already on the ground, the others are helping now from their own location and will come to headquarters as soon as their duties will permit. Burt W. Loomis from Maryville, and E. A. Collins from Warrensburg have been working at headquarters for the last two months.

Work has been in progress since February. A specially fitted laboratory, with machinery made to handle statistical work, has been placed at the disposal of the Survey workers. A number of well-trained statisticians are hired to do the tabulating. The work so far, which is only begun has already made good progress. Among the things already accomplished are: An examination of other school surveys; the study of literature on the different phases of the problems; careful analysis of published reports that contain information about educational condi-

tions in Missouri; working out of blank forms to be used later in collecting information of a detailed character from the local schools.

The definite phases of educational conditions in Missouri with which the Survey is concerning itself are the following: (a) the certification of teachers in Missouri; (b) school support in Missouri; (c) organization and administration of the office of county superintendent of schools in Missouri; and (d) detailed educational conditions in six counties in Missouri. The data are being prepared to assist the State Superintendent and other friends of education in formulating education programs in the immediate future.

The full co-operation and whole-hearted sympathy of all citizens of Missouri are needed to make the Survey the success it must be. The Survey is not an inquisition. Only facts are wanted that will aid in locating the felt difficulties in the effort to alleviate, and if possible eliminate them. The facts will in no event be used to expose individuals; no one will be asked to incriminate himself. The facts will be handled as impersonal statistics and conditions and will in no wise reflect upon any individual or locality whence they are taken.

The undertaking is large for the resources that are now in sight. This means that each individual or institution called on for any small contribution will have a big opportunity to aid this project in a most natural way by preparing the desired information and sending it to Headquarters.

All school people are overworked, including the Survey Staff, but only the busy people do things in this world.

The Governor of Missouri, the State Department of Education, school people in several states and friends of education everywhere are giving their moral and active support to the Survey. And they are also looking to it to cause a turning point in educational conditions in this state, as well as in other states of the country in an indirect way. But if the Survey is to be a success it devolves upon every individual in the state to get behind it firmly and squarely, give it his moral backing at all times, and his active support in the form of work when called on to do so.

Any suggestions that come to the mind of anyone in the state or out of it will be cordially welcomed by the Headquarters Staff. Feel free to write them. An envelope addressed to Dr. A. G. Capps or to the Missouri School Survey, Columbia, Missouri, will reach its destination.

Negative criticisms will not hurt—they only stimulate. Positive criticisms aid materially in the prosecution of the Survey. But let the Survey know that you are behind it heart and soul and that you are watching it not just passively but in an active manner.

LANTERN SLIDES ON LEAGUE OF NATION ACTIVITIES NOW AVAILABLE.

A set of sixty lantern slides and lecture manuscript describing the organization and activities of the League of Nations and the Permanent Court of International Justice, just completed by Jonathan A. Rawson, Jr., has been made available for general use by the League of Nations Non-Partisan Association. The lecture is confined closely to a record of the work of the League and the Court, with no attempt to enter into the controversial aspects of the Court or League issues as they have developed in American politics. Particular attention is given to the part taken by American organizations and individuals in the League activities. A thorough study of the League's work in the first four years

and a careful search for pictorial material have brought forth a visual demonstration which should serve to secure a much clearer understanding of the aims and methods of the League and the court than has hitherto been possible on this side of the Atlantic.

Application for the use of the slides and manuscript should be addressed to Jonathan A. Rawson, Jr., 18 East 37th Street, New York City. The royalty is five dollars for each use, the user to assume postage charges and guarantee the immediate return of the slides. Only a limited number of the slide sets are now available, and no public announcements of the lecture should be made until a definite reservation is guaranteed.

ITEMS of INTEREST

With the Parent-Teacher Associations

A Free Course in Leadership for Parent-Teacher Workers will be given by the Missouri University at Columbia during the week of June 14. The only cost will be the personal expense incident to the trip. The National Field Secretary, Mrs. Carberry, will give the work in detail and we hope that every circle in the state will have a representative taking this work. Communicate with Parent-Teacher headquarters regarding enrollment.

State President, Mrs. F. O. Cox, addressed a meeting of about 300 people in the court house at Warrensburg on March 4th. This meeting had been arranged by the five circles of Warrensburg and was one in which much interest was manifested. Dean C. A. Phillips of the Teachers College and Judge Ewing Cockrell also addressed the meeting in appreciation of the Parent-Teacher work.

"Starlight Concerts" were endorsed at a civic dinner held recently in Kansas City, at which more than a score of local circles had representatives. Enthusiasm and interest marked the meeting and about 1000 people were present. Mrs. J. J. Carter of Hollywood, California was the principal speaker. Speaking in the interest of community music, she made the following points:

Only about two per cent of the general public attends concerts.

The commercial side of life outbalances the artistic.

Forty millions of dollars are spent by the government for a battleship, but not a penny for music.

America is a mass of mixed fractions, music is the common denominator.

Let us have community meetings once a month to sing.

Community music she symbolized by a five-pointed star, each point representing a factor in the harmonious community. The upper point was spiritual power, the others were art, business, education and public welfare. A circle enclosing the star represented the unified community.

Cape Girardeau.—The Cape Girardeau Council will co-operate with the physical director of the public schools to secure regular and stated play periods at the public parks during the vacation months.

The May Green Circle made over one hundred dollars recently through a program given by the children. The money will be used for playground equipment.

The Morley circle is only four months old, but it is having good programs and has raised \$100 for its work.

Vandalia.—Mrs. W. R. Jackson, district president, reports an excellent meeting at Vandalia. She compliments, especially, the new \$70,000 school building, and gives Mrs. J. M. Dye, president of the local organization, and Superintendent A. M. Fourt, large credit for its erection.

The meeting was attended by about 150 people and was addressed by Mrs. Jackson and Mrs. A. E. Sherwood.

Wellsville.—At the request of Superintendent W. A. Law, Mrs. W. R. Jackson, district president, recently organized a Parent-Teacher Association at Wellsville.

A Live P.-T. A. in One-room School.—Washington Park School is a rural one-room school in St. Louis county. Its P.-T. A. is little more than six months old but it has 60 members. Its meetings are well attended; all enter heartily into its programs; it is developing a real community spirit; it has bought for the school folding chairs, dishes, an oil range and will soon have a piano to its credit.

Glasgow.—The P.-T. A. of Glasgow has observed a month of thrift education. It observed Founders Day on February 8th with an appropriate program.

Hunnell.—Hunnell Association is thriving with a membership of 125, meetings are held twice a month in a church building because none of the school rooms is large enough to accommodate the audiences. There is a very close co-operation between the Association and the faculty.

Graham.—With 150 members Graham has one of the active Associations in Nodaway county. At a recent school carnival sponsored by the Association \$91 was cleared.

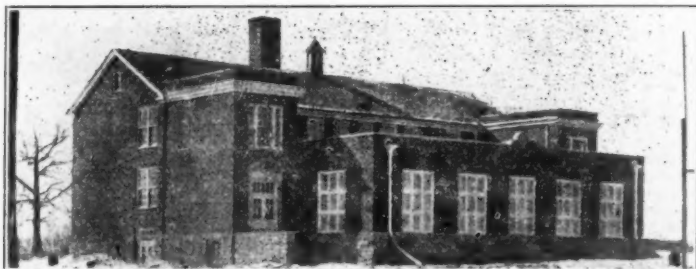
Andrew County.—The Todd school in Andrew county is being served one hot dish with their luncheon each day. The teachers are very enthusiastic about this arrangement and they believe that the afternoon work is greatly improved by it. The local P.-T. A. is responsible for this service.

Richmond Heights.—This section of Maplewood, in St. Louis county has a very live P.-T. A. Among other activities the past year it has maintained a cafeteria at the school and free lunches, with milk, were furnished some of the pupils; several pieces of equipment for the kindergarten have been purchased; gymnasium apparatus has been furnished and plans are underway for the securing of reading tables for each of the rooms in the school.

Normandy.—It's always P.-T. A. time in Normandy, a suburban school of St. Louis county. Each school in the district has a well organized Association, and Superintendent Fred Miller says that each is doing fine work.

St. Clair.—Superintendent H. C. Funke, of St. Clair, in Franklin county, recently called a meeting of patrons for the purpose of organizing a P.-T. A. He is looking for splendid results from this forward movement.

Spode School.—This rural school, in St. Louis county, has an Association of over 100 members. It is a high type of rural school with two teachers and its work is a concrete example of what community interest can do when it is organized in a P.-T. A.

HIGH SCHOOL BUILDING AT OVERLAND WHICH WAS DEDICATED MARCH 21.

This new building was dedicated March 21, 1924. It is located at Overland in St. Louis County. Superintendent A. A. Hoech who served as State High School Inspector during the first of Supt. S. A. Baker's term has been in charge of the school for several years. The Parent-Teacher Association and the American Legion had prominent parts in the dedicatory exercises.

MACON COUNTY FINDS A WAY.

Last September the parents of Highland school, six miles east of La Plata stood face to face with the fact that their children were ready for and in need of high school education. They realized the limitations of the one teacher school

the parents interested and at the meeting the board was instructed to draw up an agreement by which each parent would pay his part of the expense of a high school to be conducted in the basement of the school house.



Pupils of the Highland neighborhood who have through their own activities and that of their parents, directed by their teacher, J. I. Hess, secured more than \$70.00 per pupil for maintaining this third class high school. To their efforts is due the transforming of a dark, forbidding basement room, used chiefly for the storing of coal, into a cheerful, adequately furnished and equipped school room.

and the impossibility of one person's teaching all the grades and several high school classes in addition. The people had not been convinced that consolidation was feasible. It might come, in time, but not in time to serve the needs of the boys and girls who were then and there ready to take up high school work. What was to be done? The board called a mass meeting of all

The result is that fifteen fine country boys and girls have been receiving approved high school instruction since the first of October under the tutelage of Professor J. Irving Hess whose failing health had caused him to refuse employment at the time when superintendents are usually contracted with, but who had sufficiently recovered to be induced to accept the work at High-

land. The basement was cleaned up and equipped by the labor of the students, largely. The equipment was secured with money raised by their activity.

Each parent pays in proportion to the number of his children in the school and according to Mr. Hess the cost of the instruction, alone will amount to about \$55.00 per child.

Interest in the school has been excellent. It represents the personal efforts of the children

and the parents. It bespeaks enterprise of the parents who have entered into this co-operative scheme. While it has the disadvantage of being limited to those who are able to pay and shutting out the worthy children of others who are not so fortunate, but it takes care of a situation which needed to be met immediately. Many communities might profit by the example of these progressive people in the Highland district of Macon county.

May in Missouri History

Compiled by the State Historical Society of Missouri.

- May 1, 1898—Troops began to arrive at Jefferson Barracks for service in the Spanish-American War.
- May 1-3, 1820—Election of delegates to the first Constitutional Convention in Missouri.
- May 2, 1863—Ladies National League organized to aid in suppressing the Confederate States.
- May 2, 1898—Permission given men in Missouri National Guard to volunteer in the service of the United States.
- May 2, 1918—St. Louis the first city in the United States over 500,000 to over-subscribe her quota of the Third Liberty Loan. Treloar had the largest per capita subscription in Missouri.
- May 3, 1844—First issue of Harry of the West, a Henry Clay Whig paper issued in Lexington.
- May 4, 1915—Missouri Writers' Guild organized at Columbia.
- May 5, 1855—The Springfield Mirror established. It was published until 1862.
- May 5, 1875—Meeting of the Missouri Constitutional Convention. Waldo P. Johnson was president.
- May 8, 1826—Potosi was incorporated by the county court. In early times, Potosi was called Mine a Breton.
- May 8, 1844—Kemper Military school established at Boonville.
- May 8, 1914—Smith-Lever act, providing federal aid for bureaus, passed.
- May 9, 1919—Monument erected by the Missouri Press Association near site of the building in which the Missouri Intelligencer was first published in 1819.
- May 10, 1817—First church in Cooper county organized by Baptists of Boonville and was called the Concord Church.
- May 10, 1861—Capture of Camp Jackson by General Lyon.
- May 10, 1851—Bill passed authorizing Governor Jackson to suppress rebellion and repel invasion.
- May 10, 1876—Missouri Institute of Homeopathy organized at Sedalla.
- May 10, 1884—A weekly, Sunday Savings, the predecessor of the St. Louis Star, was established.
- May 11, 1918—The Thirty-fifth Division of the American Expeditionary Force landed in France.
- May 13, 1816—Treaty made at St. Louis by which the Sacs confirmed the treaty of November 3, 1804. By this treaty the Sacs had ceded title of large tracts of land in Illinois and Wisconsin and 3600 square miles in Missouri, embracing the counties of St. Charles, Warren, Montgomery, Lincoln, Pike and Ralls, and parts of Audrain, Monroe, Shelby and Marion.
- May 13, 1861—Act passed establishing a Military Institute at Lexington and accepting the property of the Masonic College there.
- May 13-25, 1898—The First, Second, Third, Fourth, Fifth and Sixth Regiments Missouri Volunteer Infantry mustered into the United States service.
- May 13-14, 1919—The Thirty-fifth Division of the American Expeditionary Force was discharged at Fort Riley.
- May 14, 1804—Lewis and Clark Expedition started up the Missouri River.
- May 14, 1861—The Militia bill approved, providing for the organization, government and support of the Military Forces of the State of Missouri.
- May 14, 1821—The first county court held in Jefferson county.
- May 14-15, 1918—First annual convention of the Mississippi Valley Waterways Association held in St. Louis.
- May 15, 1865—Franklin County Tribune founded at Union.
- May 16, 1766—First court established in the village of Ste. Genevieve.
- May 17, 1867—Missouri Press Association organized at St. Louis. J. W. Barrett of the Canton Press was made the first president of the association.
- May 18, 1865—The Bates County Record started at Butler.
- May 19, 1860—The Southern Missouri Argus was started at Salem.
- May 19, 1879—State Board of Immigration created.
- May 20-27, 1918—Red Cross Week. Missouri was the first state in the Southwest Division of the Red Cross to meet her quota. In Missouri, Lafayette county went over her quota in less than two hours.
- May 21, 1821—First county court held in Perry county.
- May 21, 1856—State Teachers Association organized in St. Louis.
- May 21, 1861—Harney-Price agreement made at St. Louis. It was disapproved at Washington. General Lyon was appointed to command the department of the West.
- May 21, 1862—The Journal started at Springfield. It was published until some time after the Civil War.

- May 22, 1871—Organization of the Missouri Bank Clerks Association at St. Louis.
- May 25, 1917—Liberty Day—"A Liberty Bond in Every Home."
- May 26, 1898—The State Historical Society of Missouri was organized.
- May 26, 1920—Centennial Celebration held at Marshall.
- May 27, 1896—St. Louis Cyclone.
- May 28, 1819—First steamboat to ascend the Missouri, the "Independence," arrived at Franklin from St. Louis after a seven-day voyage.
- May 28, 1850—The Gazette was established at Bloomington. It was suspended in 1854.
- May 28, 1862—The Boonville Monitor was established. It was an Unconditional Union paper.
- May 28, 1881—Civil Service Reform Association of Missouri organized.
- May 28, 1917—Missouri Division of the Women's Committee, Council of National Defense, was organized at St. Louis.
- May 29, 1890—First Missouri chapter of the Independent Order of Foresters, established in Kansas City.
- May 30, 1918—Day of Fasting and Prayer.
- May 31, 1818—First church in Callaway county organized by the Baptists.
- May, 1832—The Morning and Evening Star was established by the Mormons at Independence.
- May, 1838—The Western Star was founded at Liberty. Suspended in 1844.
- May, 1875—The Kansas City Evening Mail was established. Absorbed by the Star in January, 1882.

NEW BOOKS

The Debater's Guide, revised and enlarged, by John H. Arnold. Published by the Handy Book Corporation, Harrisburg, Penn.

A valuable handbook for debaters and coaches for debating clubs. It deals with the general and specific principles of debating, argumentation, presentation, and briefing. A section is devoted to debatable propositions and another to the pros and cons of controversial subjects.

Getting Ahead as A Teacher, by Charles W. Duke, with an introduction by Calvin Coolidge. Pages 103. Published by the Handy Book Corporation, Harrisburg, Penn.

An inspirational book of seven chapters composed largely of quotations from the biographical stories of Thomas E. Finegan, Charl O. Williams, William Lyon Phelps, John James Tigert and Edwin C. Broome.

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Heroes of Israel, by Lawton B. Evans, illustrated by Clara M. Burt. Pages 377. Published by Milton Bradley Company, Springfield, Mass.

Of all the stories that every child should know those of the Bible should be the first and Lawton B. Evans has produced a book in his "Heroes of Israel," which should meet a need which is beginning to be recognized as serious. This book meets every requirement for supplementary reading material for the grades and furnishes a content that should be recognized as a part of our public school curriculum. Whatever may be our feeling with reference to the teaching of the Bible in our public schools, there can be no valid objection to the teaching of these stories of a race that has so deeply influenced our civilization and to these Jewish heroes whose lives have had such a marked effect on subsequent history. While there should be no quarrel with Greek myths, stories of the Romans, Indian legends, Norse tales or other material that contributes to a knowledge of our worthwhile traditions, surely they are not more important than the stories of Bible characters and incidents. Mr. Evans has collected the material for such a study and has written it so that children will understand and love it.

Essentials of Design, by Charles DeGarmo and Leon Loyal Winslow. Pages 255. Published by The Macmillan Company.

This book sets forth the essentials of design both in industrial and household arts. It is the belief of the authors that the problem of producing objects for the home that shall be artistic, utilitarian and yet producible in large numbers by mechanical means can be solved only through the education of the public. To meet this need is their hope.

Among the subjects treated are: abstract principles of design, conditions that control modern designs, the significance of color, home decorations and furnishings, and art in dress.

General Science Syllabus, by J. C. Loevinguth. Pages 63. Published by World Book Company, Yonkers-on-the Hudson, New York.

A striking feature of this syllabus is that it is printed in two sizes of type so as to facilitate the selection of the material to be used. The large type is to be used generally by junior high school classes and follows the material of "Science for Beginners" by Fall. The portion printed in smaller type may or may not be used depending upon the maturity of the class and the time at its disposal. The omission of the latter will not in any way interfere with the logical sequence or continuity of the work.

The Silent Reading Hour, by Guy Thomas Buswell and William Henry Wheeler. A series of silent readers. Published by Wheeler Publishing Company, Chicago.

These readers are built upon the knowledge and technique which have resulted from the investigations carried on by the University of Chicago. The books are unique in content in that they have no fairy stories or other material that is not true to fact. The authors are not antagonistic to the fanciful and imaginative type of material but point out the fact that schools are already well supplied with this kind of material.

The teachers edition of this series includes a manual, bound with the regular reader. This gives to the teachers the information gained from the researches of the Chicago University and the necessary suggestions and assistance in carrying out the purposes of the book.

"SCHOOL men can make good money selling schools Waterbury heaters, closets, school furniture, supplies, playground equipment during the summer months. Write Superior School Supply Company, Kansas City, Mo., for information. Good territory still open."

Primary Number Projects, by Rosamond Losh and Ruth Mary Weeks. 200 pages. Published by Houghton Mifflin Company.

This is one of the "Riverside Educational Monographs" which series is edited by Doctor Henry Suzzalo. Its authors are Kansas City teachers. They have given to the teachers through this book a large amount of material, method and device long needed and which will be welcomed by many teachers who have been honestly searching for concrete methods for applying the best current philosophy of education. Too frequently leaders in educational thought have been content to promulgate their theories leaving the teachers to work out methods of application as best they could. The result has been that many apparently sound theories have had only a modicum of influence on actual classroom

practice. Pedagogy has been useful, chiefly, as a means of procuring a license to teach. "Primary Number Projects" applies pedagogy to the child. It enables the teacher to break away from the traditional methods. It gives her practical helps and suggestions for teaching according to the best principles of education.

Elements of Retailing, by Ruth Leigh. Pages 385 plus xii. Published by D. Appleton and Company.

A beginners textbook in retailing. Presenting in non-technical language the elements and principles of modern store-keeping.

Modern English, a two book course for the elementary grades, by Paul Klapper and Abraham London, based upon a series by the same name by Emerson and Bender. Published by The Macmillan Company.

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Roget's Treasury of Words, abridged from **Roget's International Thesaurus of English Words and Phrases**, by Sylvester Mawson and Katherine Aldrich Whiting. Pages 444 plus iii. Published by Thomas Crowell Company, New York.

A book which helps the writer to match the word to the thought. The book is a condensation of the larger work, the **International Thesaurus**, obsolete, rare and bookish terms have been discarded; a simplified re-grouping has been made and the general usefulness of the content improved from the point of view of the average person who needs such a work.

The book is an invaluable reference for all who are interested in the correct use of words.

How We Travel, a Geographical Reader, by James Franklin Chamberlain. Pages 182 plus vii. Published by The Macmillan Company, New York.

This is one of the Home and World Series by the same author and this book is a revised edition of the original which was published first in 1908. Modes of travel in all parts of the world are described both by word and picture. A brief history of travel in the United States is also included in the book. It is excellent material for supplementary reading in geography. The illustrations constitute a valuable feature of the contents.



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STATE TEACHERS COLLEGE SPRINGFIELD

The Unstable Child, an Interpretation of Psychopathy as a Source of Unbalanced Behavior in the Abnormal and Troublesome Child, by Florence Mateer, A. M., Ph. D. Pages 469 plus xii. Published by D. Appleton and Company, New York.

"It is the child who is bright but different," says the author, "the child who gets along in his school work but who upsets the schoolroom by behavior which is exasperatingly unexpected, the child whose behavior needs immediate modification but whose peculiarities leave one in doubt as to how that change may be produced that causes most of our worries."

All the resources of modern social science have not been able to eliminate such problem children. It is not enough to know the quantity of intelligence, according to this author, there is a quality of intelligence which is just as important in the matter of determining behavior. Mental function correlates more closely with conduct than does mental age is the author's excuse for having written the book and the one argument which she advances is "It works." "There is no such thing as a bad child, says the author, either he does not know any better or he cannot help it.

Following Columbus, a primary history, by W. L. Nida. Pages 284. Published by The Macmillan Company.

This is not an attempt to skip through the entire field of American history, but rather to cover from the child's point of view the period of discovery, exploration and settlement.

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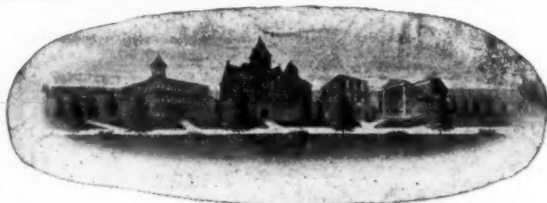
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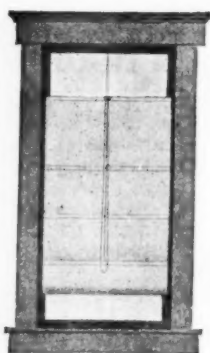
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